



## Course Specification

EST 1892

<b>A. Course Information</b>				
<b>Final award title(s)</b>	MA Hospitality Leadership in Universities and the Public Sector			
<b>Intermediate exit award title(s)</b>	PG Dip Hospitality Leadership in Universities and the Public Sector (as exit award) PG Cert Hospitality Leadership in Universities and the Public Sector (as exit award) PG Cert Hospitality Management in Universities and the Public Sector (as exit award)			
<b>UCAS Code</b>		<b>Course Code(s)</b>	5245	
	London South Bank University			
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input checked="" type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS			
<b>Division</b>	Urban Environment & Leisure Studies			
<b>Course Director</b>	Dr Edward M Isaacs			
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify			
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify			
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>	<b>Finish - month</b>
	Full time			
	Full time with placement/ sandwich year			
	Part time	2 years	January	December
	Part time with Placement/ sandwich year			
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Please complete the International Office questionnaire <p style="text-align: center;">No</p> Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.			
<b>Approval dates:</b>	Course validated	30/04/18		
	Course specification last updated and signed off	September 2020		

<b>Professional, Statutory &amp; Regulatory Body accreditation</b>		
<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<ul style="list-style-type: none"> <li>• This will be the only degree specialising in Leadership issues in Hospitality management in Universities and the public sector.</li> <li>• 10 places Sponsored 50% of fees for TUCO members</li> <li>• TUCO to be an active partner in marketing</li> <li>• Innovative programme of study based on 5 teaching periods throughout the year</li> <li>• Includes a field study visit to view best practice in the UK and European context</li> <li>• Teaching supplemented by practitioner visits and guest lectures throughout the programme</li> <li>• Places hospitality within corporate values, culture and strategic aims</li> <li>• Emphasis on ethics and sustainability</li> </ul>	
<b>Course Aims</b>	<p>The MA Hospitality Leadership in Universities and the Public Sector aims to provide an academically based and intellectually demanding programme of study within the hospitality discipline. This will cover key aspects strategy, marketing, leadership and product innovations. Students who complete the programme will have acquired both skills and a critical understanding good practice in hospitality leadership and the organisational structure in which it sits. The distinctiveness of this course is the focus on hospitality within public services (particularly universities). The innovation and new approaches to strategic leadership within public services is somewhat different to private organisations. The accountability of such organisations and their approach to issues around sustainability, ethics and the changing nature of public services have been a driving force in the creation of this degree programme.</p> <p>The programme is aimed to enhance the careers of those seeking to get into higher levels of management.</p>	
<b>Course Learning Outcomes</b>	<p>Students will have <b>knowledge and understanding</b> of:</p> <p>A1 The role of hospitality in Universities and the Public sector and how these can be of strategic importance to the organisation.</p>	

	<p>A2 Good practice in hospitality leadership, strategy and product design and delivery.</p> <p>A3 The drivers of change in public service provision as they affect all aspects of hospitality.</p> <p>A4 The increasing importance of ethics, sustainability and organisational resilience to the effective delivery of hospitality services.</p> <p>A5 The marketing and merchandising needs of hospitality and the ways these are delivered.</p> <p>A6 Research methods and techniques relevant to the hospitality sector.</p> <p><u>Intellectual skills</u> Students will develop their intellectual skills such that they are able to:</p> <p>B1 Critically evaluate the nature of the hospitality services in relation to corporate values, aims and ethics.</p> <p>B2 Promote the role of hospitality professionals working within the university and public sectors and be able to contribute to the work of inter-disciplinary teams.</p> <p>B3 Demonstrate analytical skills in management and market analysis relevant to a range of hospitality tasks and products.</p> <p>B4 Demonstrate an ability to direct, monitor, and take responsibility for their own learning.</p> <p><u>Practical Skills</u> Students will acquire and develop practical skills such that they are able to:</p> <p>C1 Have the skill and technical expertise necessary to identify and implement best practice.</p> <p>C2 Undertake a role and contribute to operational processes and strategic awareness within in-house hospitality organisations.</p> <p>C3 Plan and execute ethical, sustainable and resilient plans and operations.</p> <p>C4 Demonstrate academic competence and technical expertise appropriate to, and necessary for, the practice of the hospitality leader.</p> <p><u>Transferrable skills</u> Students will acquire and develop transferrable skills such that they are able to:</p>
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	<p>D1 Exhibit a degree of flexibility in being able to perform a range of tasks for different types of the hospitality leader.</p> <p>D2 Demonstrate competence in interpersonal and other communication skills.</p> <p>D3 Demonstrate problem-solving skills and be able to identify, specify and assess changing policy and practice in hospitality.</p> <p>D4 Demonstrate a critical awareness of the importance of ethical issues within the context of the hospitality leader.</p>
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### C. Teaching and Learning Strategy

The course is designed to emphasise opportunities for students to initiate and progress their own work, drawing on their work experience and previous academic work, in small group teaching, seminars, workshops, field-work, case study analysis and group projects.

**Induction** will be used to introduce students to the variety of online resources available via the library and through My LSBU. The induction process will involve the testing of students via the use of written, spoken analytical exercises to ascertain the academic skills possessed by the students. Based on these exercises appropriate personal development plans will be devised to assist students through this degree programme.

**Lectures** are devoted to an exposition of a topic in order to provide a firm basis for further student study. More than one member of staff is usually involved in the module lecture programme, whether to extend the range of topics, or to introduce variety, or to present contrasting perspectives. Guest lecturers augment the teaching of specific subject areas with their specialist knowledge and practical expertise.

**Seminars** are largely student-led, and designed to allow students to present papers and discuss their findings, with staff guidance.

**Tutorials** are used as the point when individuals or small groups of students need support and guidance on specific areas of the course and learning, enabling enhanced skills development in self-managed scholarly activity and support more traditional teaching methods.

**Supervision for dissertation** – supervision is offered to students for their research project.

**Workshops** are designed to pool knowledge and experience already gained. Projects are used when students need to work in groups to acquire skills and experience in specific tasks and for the development of specific management skills.

**Use of Moodle VLE** allows students to access material provided by the tutors, search for information and data, as well as offering opportunities to participate in discussions/blogs.

### D. Assessment

Assessment of the knowledge base is through a combination of problem solving exercises, oral presentations, student-led seminars, individual and group projects, essay and project based coursework, and reflective practice.

### **E. Academic Regulations**

The University's Academic Regulations apply for this course.

### **F. Entry Requirements**

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- A 2(ii) or above Bachelor degree
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- or
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- A minimum of five years' experience of working in hospitality, or hospitality-related organisations (for example in the health or school sector), in a professional hospitality capacity. This may include a range of roles at a senior level but is unlikely to include experience that is solely administrative unless this is at a senior level and the applicant has experience of staff management. Candidates may have experience of in-house teams and / outsourced teams but must have worked in the public service environment.
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- International students additionally require an English Language qualification, with an IELTS score of 6.5, or equivalent.
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- Accreditation of Prior Learning (APL)
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- All awards for APL will be in line with the University's policy and current academic regulations. Applicants may be able to use their learning from work or other life experiences to gain academic credit towards their programme of study. Applicants need to demonstrate that their learning is equivalent to formal learning on the programme and produce satisfactory evidence. If an applicant has gained a qualification from a professional body or another institution this may be credited towards the University qualification via the transfer credit scheme.
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### **G. Course structure(s)**

Course overview

The degree is structured into five teaching periods that fit with the working patterns of the sector rather than the regimented semesters of the University.

Teaching Period	Modules	Notes	Exam Board
1. January to late March	1. Hospitality Leadership 2. Strategy and Visioning		June
2. Late April to early July	3. Product and Market Trends and Drivers 4. Marketing and Merchandising		September
3. July to Mid September	5. Comparative Study (includes field trip)	Briefing for Field Trip in July with students preparing over the July / August period.  Field trip to UK or Europe  Field trip debrief and assessment workshop second week September	December
4. mid October to mid November	6. Sustainable Design and Operations		December

Teaching Period	Modules	Notes	Exam Board
January to November	Hospitality Consultancy Report	2 day block plus supervision meetings, hand in November	December

### Placements information

### H. Course Modules

The modules below are core modules, no optional modules are provided in this programme.

Module Code	Module Title	Level	Semester	Credit Value	Assessment
UEL 7 HPL	Hospitality Leadership	7		20	20-minute verbal presentation
UEL 7 SAV	Strategy and Visioning	7		20	5000-word strategic vision report

UEL 7 PMT	Product and Market Trends and Drivers	7		20	5000-word feasibility study
UEL 7 MAM	Marketing and Merchandising	7		20	5000-word comparative analysis report
UEL 7 CST	Comparative Study (includes field trip)	7		20	5000 word portfolio report
UEL 7 SDO	Sustainable Design and Operations	7		20	5000-word critical review of sustainability
UEL 7 HCR	Hospitality Consultancy Report	7		60	12,000 word consultancy report

### Timetable information

- Timetables will be provided to students prior to the commencement of the programme. Teaching will occur in two-day blocks with a two-week interval between each block.

### J. Costs and financial support

#### Course related costs

There are no extenuating costs. However, during the residential field trip the course of lunch and dinner are not included in the field trip fees.

#### Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### List of Appendices

- Appendix A: Curriculum Map
- Appendix B: Personal Development Planning (postgraduate courses)
- Appendix C: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

	Workshops	Portfolio	Individual Presentation	Poster	Seminar Pres	Report	Research proposal	Fieldwork Diary	Literature Review	Blogs	individual presentation	Essay	Strategy Review	Consultancy report
Product and Market Trends and Drivers				F		5000 words								
Strategy and Visioning			F			5000 words								
Hospitality Leadership	F										20 minute presentation			
Marketing and Merchandising					F							5000 words		
Comparative Study (field trip)		5000 words						F						
Sustainable Design and Operations			F										5000 words	



Hospitality Consultancy Report	12000 words					3000 words		F													F
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Curriculum Map																				
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
7	Product and Market Trends and Drivers	TBA	tda		tda				tda		tda			tda					tda	
	Strategy and Visioning	TBA	tda					tda			tda	tda		tda			tda			
7	Hospitality Leadership	TBA		tda					tda	tda				tda		tda		tda		
7	Marketing and Merchandising	TBA			tda		tda			tda			tda	tda					tda	
7	Comparative Study (field trip)	TBA	tda					tda		tda			tda					tda	tda	
7	Sustainable Design and Operations	TBA				tda			tda		tda				tda				tda	tda
7	Hospitality Consultancy Report	TBA	tda					tda				tda	tda			tda			tda	

## Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Scheduled and ad hoc meetings with either the course director or a nominated personal tutor (depending on the size of the cohort)
2 Supporting the development and recognition of skills in academic modules/modules.	Discussions in lectures and seminar activities. Development of critical thinking and research skills in all modules Development of communication skills included in modules Formative assessment throughout the course
3 Supporting the development and recognition of skills through purpose designed modules/modules.	Course includes modules that focus on practical skills such as presentation, report writing and critical thinking. Field work skills developed through study visit and day visits.
4 Supporting the development and recognition of skills through research projects and dissertations work.	Research methods are embedded across modules to prepare students to undertake their Hospitality Consultancy Report.
5 Supporting the development and recognition of career management skills.	Informal discussions with the course director and teaching team,
6 Supporting the development and recognition of career management skills through work placements or work experience.	Informal discussions with the course director and teaching team.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Introduction to the help and support offered by the University's various central support services. Students are advised of the benefits they can gain through participation in Student Union activities and societies and in becoming course representatives.

8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	The importance of continuing professional development is covered during the teaching of the various modules which students' study
9 Other approaches to personal development planning.	Library induction is provided during induction week Students are encouraged to engage with professional networks, e.g. through participation with TUCO.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Email communications and face-to-face conversations with students.

### Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination

<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

